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| boğaziçi unıversıty fall ‘18 |
| FAMILY INVOLVEMENT PROJECT |
| PRED 416 Family Issues in Preschool Education |
| Şennur EçmenHüsna Hümeyra SağıroğluMine TekkartalSena Tepebağlı |
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# School Information

Our project was implemented in Türkan Şoray Preschool which is a public school located in Rumeli Hisarüstü, İstanbul. It has its own building but shares the schoolyard with the primary school.

There are two classrooms in the kindergarten. One of the classroom is full-day kindergarten and the other is half day. The first classroom is in use for 4-5 year-old children  from 8:00 a.m. to around 17:00 p.m. The second classroom is in use for two age group: 5 year-old children in the morning from 8:00 a.m. to around 12.45 p.m. and 4 year-old children in the afternoon from 13.00 p.m. to around 17:00 p.m. There are 66 children and three teachers in total.

Classrooms have more materials than most of the public schools yet, they still could be enriched to be adequate. Although both classrooms have enough corners, they are not prepared for children to use them easily. Children sometimes ask materials from the teacher because they are not able to reach them.

When it comes to the schoolyard, it has a green space and a playground for children. The playground is a different place than usual. There is not swings or slides like other playgrounds. There is only one big material which is made of wood. Children can go up on it. One part of it is a little high for children and there are not any safety in the ground, so if children fall from that part, they can hurt themselves. Therefore, the schoolyard could be improved to be more beneficial for children’s development.

We completed our training period in this school for twelve weeks and seven hours per week. Two of us went there on every monday and the other two of us went there on every friday. In this period, we all had the opportunity to know each other with teachers, join their activities, make our own activities with children and meet with parents, which helps us to establish an effective and confidential communication with them. Thus, it was easier to run the project, reach children, families, teachers and school administration and understand their needs besides creating a trust environment.